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Chapter 1 Newsletter

Vol. 7, No. 1 February 1990

General Administration

As we move into the second semester of the school year, it seems that all school districts have been able to implement the new Chapter 1 law and regulations. I know that for some the various components of the law have caused a few problems. I think that if we focus on the future and the task of providing the best possible services for our Chapter 1 children, we will find that Public Law 100-297 has the components that will provide us with the tools and programs that will allow us to achieve the goals that we have set for the program. The increased funding, approximately $1 billion for 1990-91, and the new components of the law are just the incentives we need to better accomplish our jobs with Chapter 1 students.

As you all know, the Chapter 1 office has been reorganized and some of our previous staff have moved on to bigger and better things. I am sure that you all know that Nancy Coopersmith has moved on to become the Administrator of the Division of Curriculum Assistance. Nancy has been greatly missed by the Chapter 1 office, for she brought an expertise that has been hard to replace. We are fortunate that Nancy is still with the Office of Public Instruction and can be called upon for her wise counsel and consultation. We in Chapter , miss her, but wish her well and much success in her new and exciting position. Also, many of you have had the opportunity to work with our new, not so new by now, Chapter 1 Specialist, B.J. Combest. B.J. brings to the Chapter 1 office a wealth of experience and dedication. Her interest in serving educationally disadvantaged children has provided us with a new dedication for providing the best possible services to our Chapter 1 children. As many of you know, B.J. has the lead responsibility for program improvement. This is one of the most important components of the new Chapter 1 law. In addition, she has taken the responsibility for the Secretary's Initiative program. I know that all of you will welcome B.J. into your school district for monitoring activities or inservice activities.

Pat Pickett has assumed the duties of evaluation for the Chapter 1 program. She is the Chapter 1 representative on the Regional Coordinating Council for the RMC Corporation, which is the Chapter 1 TAC for our region. Along with her previous duties, Pat will continue to do an excellent job for the educationally disadvantaged students of Montana. John Ericksen has been assigned many of the data and allocation responsibilities. John brings many strengths to the Chapter 1 program, including the ability to work with and analyze data. John will also continue to do his outstanding job with Chapter 1 programs. All of the specialists have assumed additional duties that are too numerous to mention in this article. Suffice it to say, that all will be very busy during the year with Chapter 1.

By now, many of you have been involved in the new component of Chapter 1, Program Improvement. We in the Office of Public Instruction feel that this is an exciting new concept in our program. It will provide you with an ability to improve your Chapter 1 program and better serve your students. We look at the concept as one that will provide the state with the stars of the future. If I were in a local school district, I would want to be identified as a program improvement district. The program provides a school district with funds and a vehicle to take a look at the current Chapter 1 program and address parts that may not be as strong as you would like. The program is designed to allow local school districts to bring in or attend inservice programs to improve their local programs. In addition, if the local plan indicates, the local school program may be able to purchase new equipment and supplies that will enhance their abilities to serve their educationally disadvantaged students. Program improvement is exciting, and I hope that all of you have embraced the concept as we move toward serving our students in the best possible way.

Funding appears very favorable for the 1990-91 school year. If the appropriation passed by Congress is passed down to the state and the local school district, many of you will receive an increase in your allocation. We look forward to providing you with the best information possible regarding your allocation at our annual spring workshop. From the latest information from the Department of Education, the programs of Concentration, Capital Expenses, and Program Improvement will be funded at a much higher level than ever before. All in all, the outlook is very positive for Chapter 1 for the next year and the future. Congress does have a commitment to the program and the students that we all strive to serve.

—Jay McCallum

Committee of Practitioners Meets

The Montana Chapter 1 Committee of Practitioners met in Lewistown on November 6 and 7, 1989. The committee reviewed the state plan for program improvement for the purpose of amending the plan where necessary, reviewed a model process for program improvement and reviewed Chapter 1 policy through an explanation of various forms used in administering the program.

Formed in accordance with current Chapter 1 regulations, the committee is composed of educators including superintendents, principals, teachers, school board members, and parents. The committee reviews, before publishing, any major final rule or regulation.

Number and Sense and Numeration in Grades K-8

The K-4 mathematical standard focusing on number sense and numeration (NCTM 1989, 38) calls for curricular materials and activities that enable students to:

* construct number meaning through real-world experiences and the use of physical materials;
* understand our numeration system by relating counting, grouping and place value concepts;
* develop number sense;
* interpret the multiple uses of numbers in the real world.

The standards for grades 5-8 extend the foregoing ideas to include very large and very small positive and negative numbers, including the use of decimals, exponents and scientific notation. The general theme of the standards concerning number sense and numeration is that students need to develop number concepts meaningfully so that they can use numbers effectively in mathematical situations both in and out of school. Students need to use numbers effectively to quantify, identify position, measure and compute.

Students must develop good number sense to that they can estimate quantities and determine the reasonableness of proposed solutions to problems involving numbers. "Children with good number sense (1) have well-understood number meanings, (2) have developed multiple relationships among numbers, (3) recognize the relative magnitudes of number, (4) know the relative effect(s) of operating on numbers, and (5) develop referents for measures of common objects and situations in their environments" (NCTM 1989, 38).

This article discusses the content of the standards focusing on number and numeration in grades K-8. It then describes activities that help students develop sound number concepts and skills in these grades.

—***Arithmetic Teacher,*** Volume 37, Number 1, Sept. 1989

Chapter 1 Office

It is our pleasure to announce that the Office of Public Instruction has employed a new ESEA Chapter 1 Program Specialist. B.J. Combest has been hired as the third position in Chapter 1. B.J. completed a master's degree in reading from Southwest Missouri State University at Cape Girardeau, Missouri. Her background includes that of teacher and project director of a reading lab for middle school students. B.J. developed and implemented a developmental reading lab for middle school students in Key West, Florida. She taught reading and language arts for 10 years, three of which were in the reading lab. B.J. has extensive knowledge and experience in providing workshops at the local and state levels. She began at the Office of Public Instruction on September 18, 1989. We are very pleased that B.J. has decided to join our staff and look forward to an exciting project year. We are sure that all of you will enjoy B.J. and benefit from her expertise.

With the addition of B.J., some staff members have been reassigned to new offices. Therefore, telephone numbers are as follow:

Jay McCallum (444-3695)—Administrator for the Division of Instructional Alternatives and Cultural Programs
Angela Branz-Spall (444-2423)—Chapter 1 Migrant Program Specialist
B.J. Combest (444-4420)—Chapter 1 Program Specialist
Pat Pickett (444-3083)—Chapter 1 Program Specialist
John Ericksen (444-5443)—Chapter 1 Program Specialist
Pat Wade (444-2509)—Chapter 1 Migrant Administrative Assistant
Gwen Smith (444-5660)—Chapter 1 Administrative Assistant

Program Improvement

The state program improvement plan will soon be published and made available in final, amended form. On October 31, a model process for program improvement was mailed to districts along with letters verifying their identification for program improvement. Additionally, regional workshops for districts identified for program improvement were held January 9 in Missoula and January 11 in Lewistown, to provide guidance and assistance in the program improvement process.

Districts were given the option to follow the model process provided by the SEA or to develop their own unique process to formulate their building level program improvement plans. A 10-question guide to designing and using a process other than the SEA model process was provided to identified LEAs by mail prior to the January workshops, and further guidance on the general statutory requirements was provided at the workshops.

Districts identified for program improvement must include with their 1990-91 Chapter 1 applications their plan for program improvement (PIP), including information that ensures the plan will be implemented no later than the beginning of the 1990-91 project. Districts are encouraged to begin implementing some parts of their plans as soon as possible during the 1989-90 school year, but must implement at least by the beginning of next school year. In addition, the SEA will distribute a reporting form sometime this spring asking for information on how the program improvement process is progressing. If, during the development or early implementation of a plan, the building shows a gain in aggregated achievement data, that school will be dropped from the program improvement process.

If, after the PIP has been in effect for one full school year, the building still shows no gain or a decline in performance, the LEA and SEA will enter into a joint planning effort. They will implement that plan as soon as possible, but after no more than one school year of planning. They will continue to revise and implement until gains are made and maintained for more than 12 months. Of course, with each year's evaluation results, new identifications for first year program improvement will be made.

OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan
Superintendent

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

January 31, 1990

TO: ESEA Chapter 1 Teachers, Tutors, Supervisors and Administrators

FROM: Chapter 1 Staff

RE: Chapter 1 Fall Conference

Preliminary plans have been made to hold the 1990 ESEA Chapter 1 Fall Conference at Big Sky Resort, October 10-12, 1990.

The focus of the fall conference will be instruction and program operation. It is hoped the sessions will provide helpful information and strategies to benefit the novice and experienced Chapter 1 staff person. We wish to include presentations conducted by Montana Chapter 1 programs and personnel. WE ENCOURAGE ALL INTERESTED PERSONS TO SUBMIT A PRESENTATION PROPOSAL TO THIS OFFICE. The proposal form is on the reverse side of this page. The deadline for submitting a proposal is April 15, 1990.

Each presentation will be scheduled for one hour and fifteen minutes. An overhead projector will be available for each presentation; if additional audiovisual equipment is needed, please state the requested items on the proposal forms.

Suggested topics for presentations include all aspects of Chapter 1 program operation (e.g., program design, needs assessment, student selection, IEPs, basic skills and more advanced skills instruction). Results of the 1989 Chapter 1 Fall Conference Evaluations indicated interest in the following topics.

-- Computers
-- Motivation Techniques
-- Whole Language
-- Coordination and Cooperation with the District Curriculum
-- Math Their Way
-- Comprehension Techniques
-- Math/Problem Solving
-- High School Language Arts and Math
-- Parent Involvement
-- Replacement Classes

PLEASE SHARE THIS MEMO WITH ALL CHAPTER 1 PERSONNEL. If there are any questions, do not hesitate to contact this office. We look forward to your attendance and participation in the 1990 Chapter 1 Fall Conference.

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PROGRAM PROPOSAL
FOR
MONTANA ESEA CHAPTER 1 FALL CONFERENCE
Big Sky Resort
October 10-12, 1990

DEADLINE FOR PROPOSALS: April 15, 1990

1. **SUBMITTED BY:** _____
   Name of School District
   City/Town: _____

2. **TITLE:** List the title as you wish it to appear in the program; be as descriptive of the subject as possible.
   _____
   _____

3. **INDICATE GRADE LEVEL(s)** for which the presentation is appropriate (i.e., K-6, 7-8, 9-12):
   _____
   _____
   _____

4. **PRESENTER(S)**--List name(s) and job title(s):
   _____
   _____
   _____

5. **CONTACT PERSON:** _____
   Home Address: _____
   Home Telephone: _____

6. **SUMMARY OF PRESENTATION:** Write approximately 25 words as you wish it to appear in the program:
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

7. **EQUIPMENT NEEDED:** _____
   _____
   _____

MAIL TO: Pat Pickett, ESEA Chapter 1
Office of Public Instruction
State Capitol
Helena, MT 59620

co/11wp

Federal Program Reviews

The U.S. Department of Education's Office of Compensatory Education Programs (CEP) reviews the administration of each state's Chapter 1 program at least once every two years. The purpose of these reviews is to help state education agencies (SEAs) to remain in compliance with statutory requirements and regulations. CEP does this by reviewing the SEA's and local education agency's (LEA's) documentation and by interviewing key employees concerned with Chapter 1. Following are just a few of the findings and recommendations from the report of various LEA reviews conducted during the 1988-89 school year:

1. An unreported change in testing procedures resulted in a Chapter 1 program that is not the same as that described in the application.

2. The LEA's determination of the grades in which Chapter 1 services are to be provided must be based upon results of the needs assessment, which must cover all eligible attendance areas.

3. Chapter 1 resources were not assigned to each school on the basis of numbers and needs of children selected for participation, but instead were assigned equally across all buildings.

4. Procedures for determining eligibility and selection must be uniform across the district.

5. In order to ensure the selection of those students in greatest need, the SEA must require each school district to use uniform and consistent standards for measurement of educational criteria to select students for the Chapter 1 program. Additionally, the SEA must require all districts to eliminate the use of non-educational criteria for student selection, such as "absences" and "behavior and adjustment."

6. The lack of uniform teacher recommendation procedures in the student selection process and predetermination of the amount of Chapter 1 resources in each school do not ensure that students in greatest need are selected in each participating grade.

7. There was not a set of uniform standards or criteria used by teachers to refer or exclude students.

8. The selection process used by the school district results in uneven cut-off scores from school to school and, therefore, does not meet the requirement of serving students in greatest need.

9. There was no documentation to verify the tracking of individual student progress and the sharing of information on student needs and performance between the Chapter 1 teachers and regular classroom teachers.

10. Private school children received Chapter 1 services without regard for whether or not they live in eligible attendance areas.

11. The LEA must provide appropriate time and distribution records to support charges to Chapter 1 for persons who work in more than one program.

12. To ensure that an adequate accounting of all equipment is maintained, the LEA is required to maintain a central inventory of all equipment purchased with Chapter 1 funds.

Report on Fall Conference

The Montana ESEA Chapter 1 Fall Conference was held October 4-6, 1989, at the Colonial Inn in Helena. The conference was well attended. Over 600 Montana educators attended and approximately 90 percent of the Chapter 1 projects were represented.

Nancy Keenan, Superintendent of Public Instruction, was the keynote speaker. Her address, "Chapter 1 Makes a Difference," was both informative and inspiring.

Thirty-eight sessions were offered during the conference and 10 publishers displayed exhibits. Evaluation results were very positive and the majority approved of Helena and the facilities at the Colonial Inn.

The planning has begun for next year's fall conference. It will be held at Big Sky, Montana on October 10, 11 and 12, 1990.The following year (1991), the conference will be held in Billings. If you are interested in presenting a session at this conference, please complete one of the proposal forms included with this newsletter. The deadline for proposals will be April 15, 1990. If you have questions, call Pat Pickett at 444-3083.

Regional Meetings on Program Improvement

A regional meeting on program improvement will be held in Portland, Oregon, February 20-21, 1990. The entire SEA staff will attend in order to receive technical assistance that we can pass on to local districts. LEA staff are welcome to attend, but costs must be paid out of existing funds that are available. Substantial amounts of the program improvement money allotted to our state have already been committed to pay costs for LEA staffs to attend state regional workshops in Missoula and Lewistown.

Twelve Rules on Reading

1. Read.
2. Read.
3. Read some more.
4. Read anything.
5. Read about everything.
6. Read about enjoyable things.
7. Read things you yourself enjoy.
8. Read and talk about it.
9. Read very carefully, some things.
10. Read on the run, most things.
11. Don't think about reading.
12. Just read.

Questions and Answers

The following questions were submitted by educators at a recent regional Chapter 1 workshop in Bigfork.

Can a Chapter 1 student also receive special education services?

Yes, a Chapter 1 student may receive special education services as long as the special education instruction is in a subject area **other** than the subject area being provided with Chapter 1 funds. Public Law 100-297 requires that Chapter 1 instruction be supplemental to instruction provided with state and local funds. Therefore, Chapter 1 instruction may not duplicate the special education instruction.

May students be placed in the Chapter 1 program by the special education Child Study Team?

No, Chapter 1 students may not be placed in the Chapter 1 program by the special education Child Study Team. Students are selected for Chapter 1 services by the Chapter 1 student selection system developed in a school district. A special education Child Study Team may recommend that a child be considered for Chapter 1 placement. However, if that child does **not** qualify for Chapter 1 services through the application of the Chapter 1 student selection process, the child may not be placed in the Chapter 1 program.

Must Chapter 1 Individualized Education Plans (IEPs) be signed by the student's parents?

Section 1016 of Public Law 100-297 requires school districts to inform parents of participating children of the reasons for their children's participation in the Chapter 1 program and of the specific instructional objectives and methods of the Chapter 1 program. While the statute and regulations do not require parent signatures on IEPs, the signatures would provide documentation that parents had been notified of the statutory requirements.

How can we, as experienced Chapter 1 teachers, share our expertise with new Chapter 1 teachers?

Experienced Chapter 1 teachers and administrators are encouraged to present sessions at the annual Montana Chapter 1 Fall Conference. Program proposals are included with this newsletter and should be returned by April 15, 1990. If you have questions concerning the proposal, please contact your program specialist at your convenience.

Please send your questions about Chapter 1 to John Ericksen, Chapter 1 Newsletter Editor, Office of Public Instruction, State Capitol, Helena, MT 59620. Answers will appear in future issues of the newsletter.

What Works?

Divide your classroom into five to ten different learning areas. Develop learning activities to teach specific skills in desired subjects and at individual skill levels. Learning center materials can be color coded or number coded to match each student's needs and abilities. A master chart is handy to determine each student's location at the centers each day and can be set up for weekly, monthly or yearly IEP schedules.

Develop center activities slowly and remember that substance is more important than quantity. Keep activities to about 10 to 15 minutes of each class period. This is an ideal situation for your students to develop higher-order thinking skills since most students enjoy short, stimulating and personalized learning activities.

I have found that I can more closely match students' needs with this practice since secondary materials are so difficult to find and are so expensive.

If interested, contact me and I will try to send you examples of materials that I have created for use in my learning centers.

—Roger Enseleit
Chapter 1 Teacher
Valier High School
Valier, MT 59486

What Works?

With the aid of seed money provided by a Billings service club, a school store was started as a Chapter 1 project at Garfield Elementary School. The store is open 15 minutes in the morning and afternoons, three days a week. School supplies, novelty items and snacks (afternoons only) are sold. Only Chapter 1 students work in the store and this gives them status in the eyes of their peers. As the students work in the store, they are sharpening their mental math skills while learning to make change with real money. In addition to working in the store, the Chapter 1 students have an active role in ordering and pricing merchandise, counting and rolling money to prepare it for deposit, writing checks, addressing envelopes to pay bills and balancing the checkbook.

At the end of the 1987-88 school year, the Chapter 1 students held a meeting to decide what to do with the year's profits—which totaled $635 in 4 1/2 months. The students voted to award portions of the money earned to the school library, the playground project, the principal for use as she saw fit and to the Chapter 1 project for the purchase of library books and/or software. In addition, seed money was set aside to stock the store for the 1988-89 school year.

To say the store has been a success in an understatement of the highest magnitude. It is a tremendous teaching tool! Children love it, teachers support it and I am continually amazed with its popularity.

—Mary Ellen Anderson
Chapter 1 Teacher
Garfield Elementary School
Billings, MT 59102